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ABSTRACT

Designed to provide teachers with a listing of sequentially ordered objectives in specific language arts areas, this level two teaching guide was developed in Plano, Texas, as part of an elementary series keyed to the reading, language, spelling, and handwriting books used in that district. The guide is organized according to vocabulary, word attack skills, structural analysis, comprehension, punctuation and capitalization, grammar and usage, composition, and study skills, and each page lists objectives, pertinent textbook sections, supplementary resources, and specific teaching ideas. The teaching ideas are accompanied by illustrations of required visual materials, and career information is included when it applies to individual objectives. (MAI)

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LANGUAGE ARTS

TEACHING GUIDE

LEVEL II

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Plano Independent School District
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PLANO INDEPENDENT SCHOOL DISTRICT

JUNE, 1976

Plano, Texas

FOREWORD

The Language Arts Teaching Guide has been developed to provide teachers a listing of sequentially ordered objectives in all of the language arts areas. These objectives are keyed to readers, the language textbook, the speller, and the handwriting book. Additional teaching ideas are given for each objective. Some materials are available to the teacher in her classroom and others are in the school library. Diagnostic tests are also provided for each objective. These tests are in a file folder.

As students progress through the list of objectives they will acquire personal development in new skills or improve old ones in the areas of listening and speaking, vocabulary, word attack, structural analysis, comprehension, punctuation and capitalization, grammar and usage, composition, and study skills.

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Board of Education

H. Wayne Hendrick
Superintendent of Schools

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PHILOSOPHY

Plano Public Schools

We, the faculty and Board of Education, believe that the program of the Plano Public Schools should be adequate to meet the needs of obth the college-bound student and the terminal student. We believe that it is our responsibility to help each student discover his strengths and weaknesses, to choose realistic goals, and to choose wisely his educational experiences.

We believe that our total school program should provide continuous opportunities for all students to learn democratic principles through democratic experiences.

We believe that an essential part of the program in each classroom should be to help every student develop the proper communicative skills: listening, reading, spelling, and oral and written composition.

We believe that our schools should make available to each student in each grade a well-developed, continuous program -- properly coordinated from grades one through twelve -- in the following curriculum:

The Language Arts
The Mathematics
The Social Sciences
The Sciences
The Fine Arts
The Vocations
The Health and Physical Developments

We believe that this curriculum should be supplemented with appropriate co-curricular activities at each grade level and that every student be encouraged to participate.

We believe that it is the responsibility of each faculty member to promote in every student high moral values, respect for spiritual values, a desire to be a useful citizen, and an appreciation for our American Heritage.

GUIDELINES FOR USING THE LANGUAGE
ARTS TEACHING GUIDE
K-6

The Language Arts Teaching Guide makes teachers aware of what language arts skills are to be taught at different levels in the Plano Schools. It tells them what textbooks and other teaching materials are available to teach each objective. The objectives are sequentially ordered by grade level. The same outline is used for grades one through six. It is as follows: VOCABULARY, WORD ATTACK SKILLS, STRUCTURAL ANALYSIS, COMPREHENSION, PUNCTUATION and CAPITALIZATION, GRAMMAR and USAGE, COMPOSITION, and STUDY SKILLS.

Diagnostic tests for skills taught in the first four sections are provided for teachers in file folders.

The district provides a Language Resource Lab of teaching masters for the last four areas.

The librarian in each school has teaching materials that can be used in teaching the STUDY SKILLS section.

The (*) preceding an objective, indicates that the objective has been introduced at a previous grade level. Not all students or groups of students will be able to complete with satisfaction all skills of a given grade level.

A record of skills completed is kept by all reading teachers. The teacher will be provided a class record chart on which to check skills that are mastered. The test file will help the teacher keep this class record.

The curriculum department also provides help from the coordinators in interpreting test results grouping, or choosing teaching techniques for any teacher or principal.

It is very important that students have formal instruction in skills not mastered, review of skills gained, practice in reading, and many opportunities to practice writing skills. The COMPOSITION program is to be emphasized throughout all levels throughout the school year.

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
VOCABULARY						
1. Sight words.						

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
El Paso Diagnostic Approach to R. Reading pp. 159, 160	Clear the Board - El Paso, p. 20 Build a Train - El Paso, p. 21 Treasure Hunt - El Paso, p. 22 Second 1. always 2. any 3. because 4. been 5. best 6. better 7. both 8. bring 9. buy 10. carry 11. clean 12. cut 13. does 14. done 15. drink 16. fall 17. full 18. goes 19. got 20. grow 21. hold 22. hot 23. hurt 24. its 25. keep 26. kind 27. light 28. live 29. myself 30. off 31. only 32. own 33. pick 34. pull 35. read 36. right 37. seven 38. shell 39. sit 40. six 41. small 42. start 43. tall 44. ten 45. their 46. these 47. those 48. today 49. together 50. try 51. under 52. upon 53. use 54. warm 55. wash 56. well 57. which 58. would 59. write	Putting Out a Fire. A burning building with a fireman's ladder leaning on a window is drawn on the board. A word to be learned is written on each rung of the ladder. The "firemen" attempt to rescue the people in the house by pronouncing each word correctly.

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
2. Antonyms.	CD-TE 30 Masters 3B MS-TE 53 Masters 10A	Rewards – Wk IDM 40; 71 Secrets – TE Wk IDM 47	World of Surprises TE 51, 146, 159, 164, 215 Going Places TE 37, 214	TE 105-107	Unit 13 TE 52T, 53 T96	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Kids' Stuff" Forte-MacKenzie, p. 75 "Nooks, Crooks, and Crannies," pp. 58-63 El Paso Diagnostic Reading pp. 181-182	Rhyme the Opposites: Write in the missing opposites. Smile and frown, Slim and stout, Up and _____ In and _____ Big and small, Right and wrong, Short and _____ Weak and _____ Left and right, Earth and sky, Day and _____ Sell and _____ Fast and slow, Dog and cat, High and _____ Thin and _____ Yes and no, Give and keep, Stop and _____ Wake and _____ Chain of Opposites: The answers to the clues of this puzzle form a chain. The words link together. Each word begins with the last letter of the word in front of it. 1. Opposite of bad 6. Opposite of find 2. Opposite of up 7. Opposite of hard 3. Opposite of old 8. Opposite of no 4. Opposite of dry 9. Opposite of buy 5. Opposite of short 10. Opposite of hate Make decks of cards with antonyms to be matched. Make one card answer card. Use for o[illegible]matching activities. Duplicate the following activity t[illegible]ildren's ability to recognize opposites. Hav[illegible] read each sentence, find the word among th[illegible]he list that is the opposite of the word in par[illegible]s, and write that word on the blank line. new something on wet late tall lost (cont. on next page)	Post Office. Fill chart holder with word cards. Each word represents a letter in the post office. The children come one at a time to claim their "letter". When all the words have been removed from the chart holder, the children exchange cards with their opposite and mail the letter by reading the words.

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
3. Synonyms.	MSM- TE 53 WB 8 Duplicating Master 10A	Rewards- TE 386	Seeing People TE 202	TE 124-125		

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	1. Did the rain get you all _____? (dry) 2. These are my _____ shoes. (old) 3. Steve is as _____ as Jim. (short) 4. Are you always _____? (early) 5. The baby _____ its rattle. (found) 6. Dad went to work _____ the bus. (off) 7. There is _____ wrong with my bicycle. (nothing) Matching Words, El Paso, p. 45	
"Nooks, Crooks, and Crannies," pp. 58-63		Rocket Ship Two teams of pupils are seated in rows. Synonyms in a chart. A child on team 1 goes and takes a card. A child on team 2 must find and read synonyms. Each correctly read word moves that team's rocket up on the board. Place cards with rockets on board and draw a ladder to the moon.

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
4. Homonyms.	CD T 150 MS- TE 256-271 Duplicating Masters #86A, 98B	Secrets- TE 55	W. of Surprises TE 197-198 Going Places- TE 107-108, 22, 66, 38-40, 68	TE 40		

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Kids' Stuff" Forte-MacKenzie pp. 66-67 El Paso, 183, 184	Duplicate the following activity or write it on the chalkboard and have the children complete each sentence with one of the words below each blank. I want _____ dogs. (to, two, too) Will you go _____? (to, two, too) I want _____ go home. (to, two, too) _____ is my mom. (There, Their) That is _____ pet. (there, their) Do you _____ how to get there? (know, no) _____, I can't go to the show with you. (know, no) _____ is my school. (There, Their) The friends went _____ the circus. (to, two, too) I have _____ dogs. (to, two, too) Harriet laughed, _____. (to, two, too) Do you _____ David? (know, no) Below is a list of words. Can you put the right words in the sentence below? Pick words from the pairs of words. Be sure to pick the word that is spelled right. meet meat beat beet real reel hear here (cont. on next page)	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
5. Multiple word meanings.		Secrets-TE 59-60 Rewards-TE 371, 413, 316	W. of Surprises-pp. 21-22, 43-44, 49, 112, 131, (cont. on next page)	TE 25-28 TE 37-38 TE 71-72 TE 87-88 TE 25-28	T 96	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	1. The dogs like to eat _____. 2. At Easter we had a _____ rabbit. 3. _____ me after school. 4. Do you _____ what I say? 5. Our football team _____ the other school. pear- pair be- bee know- no read- reed their- there I- eye our- hour piece- peace meat- meet tail- tale, tell weak- week blue- blew we- wee flower- flour would- wood write- right road- rode see- sea Homonym Relay Put a list of pairs of homonyms on chalkboard. Divide the class into even groups. At the starting signal the first pupil in each group will go to the board and write a sentence containing the two words. i.e. I have "seen" the "scene" of an accident. He may choose any pair he wishes. No one else in his group can use the same pair. The winning group will be the first completing the assignment with acceptable sentences.	
"Kids' Stuff" p. 179 Using a Word with Different Meanings, El Paso, p. 47 Multi-Meaning Words, El Paso, p. 47	Pronouncing TEAR: The word tear may be pronounced to rhyme with bear or to rhyme with dear. It has a different meaning for each sound. Read these sentences to decide how to say tear. Then write bear and dear after each sentence to show which word tear rhymes with: (cont. on next page)	"Bank"-- When a child learns a word with multiple meanings, he "deposits" it in his "bank book," uses it in two sentences and illustrates if possible.

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
			142, 147 85, 150, 210, 211, 212, 213, 224, 248-249			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Readers Digest 2 Skill Builders Part One pp. 10, 25, 38, 46, 55-56, 62, 80, 81, 89, 95, 97, 98, 104, 113 Part Two pp. 14, 42 Part Three pp. 15, 31, 74, 110	1. Did your mother tear her new dress? 2. When the balloon broke, Jim shed a tear. 3. He did not wish to tear the paper. 4. Did he wipe a tear from his eye?	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
WORD ATTACK SKILLS PHONICS						
1. Blends. a. Review s___, ___r, b___	C. Dragon- TE 66, 77, 89, 96 Wkbk. p.19 Duplicating Masters #13A, 27A, 28A, 17B, 24B Mustard Seed- TE 35, 40, 64, 257, 264 Wkbk.- pp. 3, 82 Duplicating Masters #5A, 13A, 81A, 83A, 2B, 3B	Signposts- TE 58, 59, 254 TE 218-(str) TE 229 Secrets- TE 76 Wkbk. p. 15 TE 160 Wkbk. p. 87 Rewards- TE 133 Wkbk. p. 38 TE 259-260 TE 291, 204	W. of Surprises- T 11, 234, 197, 184 Going Places- T 210, 143, 144, 278, 99		TE 33, 62 TE 70-71	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Nooks, Crooks, and Crannies", pp. 64-68 "Spice", p. 125, 131, 133, 134 "Kids' Stuff", p. 196	For all blends: Use magazine or newspaper pictures and words that use the blends. Make a blend folder, using magazine pictures or draw their own pictures and make lists of words using the blends. Clusters br, cr, dr, fr, pr, tr Review the sounds the clusters br, cr, dr, fr, pr, and tr represent by having the children identify and underline the similar element in each word set below. Then ask the children if they can think of other words that begin with the same clusters. Write their responses on the chalkboard and invite volunteers to underline the clusters. brown crown drown frown prowl troll bright crust drip freeze print train brave croak drop fry proud trick broke cream drum from prance tree brake creek drink frock prince try Duplicate the following short story and ask the children to circle each word that begins with one of the clusters mentioned above: The words they will circle are, in order of appearance: Princess, friends, pretty, trained, tricks, Princess, cream, crackers, tricks, bright, Princess, trees, creek, brown, proudly, brought, Fred, Prancer, and Trickles. (cont. on next page.	List blends on the board or on a chart. The child thinks of a worker and then thinks of something related to the worker that begins with the blend. e.g. br tr A baker bakes bread. A farmer drives a tractor. This can also be used as riddles. "I'm thinking of something a baker does."

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
1) scr	MS- TE 82 Wkbk.- p. 13	Signposts- TE 109				
2) sc - /sk/	CD- Wkbk.- p. 92 MS- TE 56, 82, Wkbk.- p. 13 Duplicating Master #21B					

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	We have a dog named Princess. My friends think she is a very pretty dog. We trained her to do many tricks for us. We give Princess cream and animal crackers when she does the tricks well. One bright day Princess went down to the trees by the creek. While she was there she had brown puppies, which she proudly brought home. We named the puppies Fred, Prancer, and Trickles. Write several words on the chalkboard which begin with two- or three-letter blends as: squirm strong flat skate blew swipe smother scrape spray splint snap scarf spine stream thrill clown store clip crept place proud fling glad slack track brain frame Have students mark the blend. Clusters <u>str</u> and <u>spr</u> Write the words straw, string, and strong on the chalkboard for the children to identify. Have them note and underline the common str cluster in each word. Ask volunteers to think of other words that begin with the same cluster. Write the word spring on the chalkboard and have a pupil read it. Compare the sounds represented by the clusters spr and str in spring and string. Ask volunteers to think of other words that begin the same as spring, and write their responses on the chalkboard. Pupils may respond with these words: sprinkle, sprite, spread, spray, sprain, and so on.	Railroad Conductor Games-Draw a large picture of a train. Write consonant blends above the cars. Tell the children that they are the conductor and will announce the names of the stations they will visit.

(cont. on next page.

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Have other children underline the spr cluster in each of these words. Help children differentiate between clusters spr and str through use of the following exercise. Tell the children you will be giving directions for things the class can act out. But no acting is to be done unless the sentences you say contains a word beginning with spr, like spring. If necessary, go through the first sentence with the children and repeat the directions. Spread some bread with jam. Spring to your feet. Stretch your arms above your head. Sprinkle flowers with water. Strike your hand on your desk. Spray paint on a chair. Sprawl in your seat. Stroll across the room. Straighten your back. Sprout from the ground like a seed. Stroke with your arms as if you were swimming. String beads on a thread. Repeat the sentences, revising the procedure and having the class act out the sentences with the words beginning with the str cluster. The Consonant Clusters in the s Pattern On the chalkboard write the following words. scrap string square shelf safe straw screw spray straight scream soft squash scout script split sixteen screen splendid stop sprout spring splinter sent squirrel (cont. on next page)	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Have the children take turns underlining all the words that begin with three-letter consonant clusters. Ask each volunteer to name the word as he is underlining it. Then have a pupil come to the chalkboard and mark a number 1 over each word that begins with the cluster scr representing the sound heard in scratch. Continue this procedure with the words in the initial cluster pattern of spr, str, spl, and squ. Finally, lead the children to note that three consonants appear together without an intervening vowel sound. Be careful to point out that in the case of the squ combination, the letter u stands for the sound of w as heard in was. scr thr str spr spl squ 1. Bill has a long _____ on his kite. sing 2. A cat can _____ you. catch 3. Please don't _____ water on me. mash 4. We use a _____ to get rid of insects. day 5. Bright sunshine can make you _____. hint 6. It begins to get warm in the _____. ring 7. Did you ever hear a chicken _____? hawk 8. I _____ my nails with a fingernail brush. tub 9. A _____ will help keep a broken bone in place. tint 10. You can feel a cat purr in its _____. goat Climb the Blend Ladder-- As a student needs practice with these triple consonant blends, the blend is printed on the top rung of a ladder, and the student finds words containing the blend to write on the other rungs of the ladder. He must practice until he can read them without error. Have available dittoed ladders to be used as practice sheets.	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
b. Introduce blends:						
1. tw	MSM- TE 55, 56, 82 Wkbk.- p. 13 Duplicating Masters 21B Key 40	Rewards- TE 371, 413, 416				
2. sch	MSM- Key 40					
3. tch	CD- T 76 MSM- T 34	 Signposts- TE 78 Review 218				
2. Digraphs.						
a. Review ch, th, wh, sh, qu	CD- TE 141, 119, 169, 142, 147 Duplicating Masters #35A, 36A, 51A, 44A, 40B, 41B, Wkbk.- p. 43	Secrets- Wkbk.- p. 62 Signposts- TE 182 Rewards- TE 72 TE 241 TE 213 TE 184	W. of Surprises- T7-8, 9 Going Places- T 143, 144, 210, 278, 255		T 88, 89	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	For a review of consonant blends, say: "Let's play a little guessing game. I am looking right at you and seeing something which starts with ch---. It may be part of your body, or something you are wearing." (Use other sounds similarly.) Suggested words: cheek, chin, toe, tooth, socks, hand, shirt, shoe, shin, face, forehead, thumb, pants, etc. Variation: Say: "I am looking around this room. I am thinking of something that starts with pl---," etc. Suggested words: picture, whistle, frame, thumb, thimble, thermometer, table, scissors, seat, shade, shirt, shoe, etc.	Storekeeper. List sounds on the board. bl pr The child gives a sentence like the following: My father owns a grocery store and he sells blueberries. My father owns a bakery and he sells pretzels.
"Kids' Stuff", p. 105	Use digraph letters to make a picture of something using the digraph in it. Consonant Digraphs Write the following groups of words on the chalkboard. chill chin choke chain cheap Have the words read aloud, then ask whether the initial letter combinations stand for single sounds	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
	MSM- TE 103, 106, 42, 43, 47, 260, 265 Wkbk.- pp. 6, 85 Duplicating Masters # 29A, 30A, 31B, 7A, 8A, 85A, 5B, 6B, 99B	Duplicating Master #7				

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	or consonant clusters. Compare the single sound represented by the two consonants ch with the sounds represented by such consonant clusters as cl and cr. When it has been clearly established that the initial ch digraph stands for a single sound, write other groups of words beginning with the digraphs ph, sh, th, and wh on the chalkboard. phantom shake thaw whale pharmacy shed theft wheel phase shingle thick where phone shower thought which phonics short thorn whistle Have the children underline the initial letter combinations that are alike, and encourage them to point out that the digraphs represent single sounds. Finally, erase the chalkboard and write the following sentences. Have the children take turns coming to the board to locate and underline the consonant digraphs in each sentence. Have the sentences read aloud. My mother wishes she had a fur coat. You'll have to rush to get on the train before four. The shops were decorated for the holidays. They built a new church across from the temple. The weather was too chilly for just a sweater. He purchased a cheap coat at the shop. The telephone rang while he was in the shower. He works for the telegraph company. Shouldn't these chops be thawed? The ship chased the whale in the fog. Word Study-- Say the two words on each line. Listen for the sound of two letters that is the same in the words. Write the two letters that make the sound. (cont. on next page)	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
b. Introduce digraphs 1. gh	CD- TE 26, 27 Duplicating Masters #2B, 11B MSM- TE 103, 106 Duplicating Masters #29A, 30A, 31B					

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	1. show, wish _____ 2. when, where _____ 3. they, their _____ 4. children, much _____ 5. she, fish _____ 6. Kathy, thing _____ Consonant digraphs-- In the blanks below, write the two letters (consonant digraphs) needed to make a word. Then write the whole word in the blank to the right. Use the consonant digraphs below to help you. WH CH TH SH _____ich _____ lun_____ _____ _____is _____ wat_____ _____ _____ite _____ _____ort _____	
SRA - Ib- 3;8;13;18	Look in newspaper or magazine for words that use gh or ph - also cut out other words and paste them on paper to make a sentence. Use digraph letters to make a picture of something using the digraph in it.	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
2. ph	CD- TE 284, 277, 278, 285, 292, 296 Duplicating Masters #96A, 81B, 84B Keys- 41-48	Signposts- TE 182 Secrets- Wkbk.- p. 28				
3. Dipthongs. a. ou	CD- TE 103, 108, 124, 206, 210, 242, 237 Wkbk.- pp. 16, 29, 64 Duplicating Masters # 64A, 37A, 60B, 76A MSM- TE 74, 75, 27, 186, 80, 104, 128, 143, (cont. on next page)	Secrets- TE 145, 155 Wkbk.- pp. 51, 83 Rewards- TE 80, 194	W. of Surprises- TE 214, 220 Going Places- TE 119, 120, 212		T 86, 87	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
SRA Ib Red 37 Rescue- Remedial Reading p. 223, 224	1. In small group- have one child represent ou and one represent ow. The teacher calls out ou and ow words. The child stands as his sound is called. 2. In small group use cards with ou and ow words written on them. Call out the word and let the children tell whether the word has ou or ow in it. As the child identifies the sound correctly, he keeps the card. The child with the most cards wins the game. The ou and ow Combinations Introduce the ou combination by comparing it to the known ow combination as represented in the word clown. Explain to the children that they are going to learn another combination that stands for the same sound heard in the words clown and now. Write the words below on the chalkboard and ask children to identify them and underline the letters that stand for the same sound in all the words. found around pound shout sound ground round mound (cont. on next page)	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
	144, 186, 219, 220, 238 Wkbk.- pp. 19, 62, 37 Duplicating Masters #18A, 37A, 61A, 19B, 51B, 52B, 92B, 32B, 72B, 73B, 93B					
b. ow	MSM- TE 238, 237, 27 Key 27	Secrets- TE 243, 244 Wkbk.- p. 105 Rewards- TE 132, 133, 250, 267, 149	W. of Surprises- TE 220, 199 Going Places- TE 212, 239, 240, 101, 102, 23, 24		T 86, 87	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Duplicate the following list of words and have the children cross out those words that do not have the sound that the ou stands for in the word found. (Take into account dialect differences that may make our, for example, have a sound other than the ou in found.) mouse our your about thought out you through pound shout found around Purpose-- To review the vowel sounds ou and ow represent in words. Preliminary Activities-- Write the following words on the chalkboard: shout pillow loud country mow couple growl young flower crow ouch fellow trouble grow found touch window thousand Below the lists of words write the headings $\bar{o}$, $\breve{u}$, and ou. Have a child pronounce the first word in the list and write the word under the heading that tells which vowel sound ou represents in the word. Repeat this procedure until each of the words has been pronounced and written under the correct heading. Then review with the children that the letters ou and ow can stand for the same sound as in shout and growl, that ou can represent the short u sound as in young, and the ow can represent the long o sound as in crow.	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
c. oi - oy	Key 26	Secrets- TE 193-194 Wkbk.- p. 78 Rewards- TE 122 Wkbk. p. 35	W. of Surprises- T 227-228, 232			

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Spice," p. 118 SRA Ib Red 38 Rescue- Remedial Reading pp. 218, 228 SRA IB Olive 18 SRA Ib Red 38 SRA Ib Red 37	Review of oi and oy Combinations Write the following words on the chalkboard and ask the class what is the same about the two columns of words. Then have the children read the words to emphasize the sound the combinations oi and oy represent. Lead them to recall that oi and oy dipthongs often stand for the same sound within a word. boy join toy noise joy voice Then add these words to the others already on the chalkboard and ask the children to identify them: point coin oink Roy Read the sentences below and call on children to find the word on the chalkboard that correctly completes the sentence. Have the pupils circle the word on the board and then read the word. 1. The baby has a new _____. (toy) 2. Did you hear the loud _____? (noise) 3. A dime is a _____. (coin) 4. John is a name for a _____. (boy) 5. The sound that a pig makes is _____. (oink) 6. I couldn't see you, but I recognized your _____. (voice) 7. Another name for a boy is _____. (Roy) 8. My pencil has a sharp _____. (point) 9. I was so happy I jumped for _____. (joy) 10. My friends belong to a secret club and I'd like to _____. (join)	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
d. au - aw	CD- TE 215, 216 MSM- TE 226, 227, 26	Rewards- TE 250, 260 Wkbk.- p. 87	Going Places- T 49, 50, 87, 88, 151			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS

Reviewing ow, ou, aw, and ew

Write the following groups of words on the chalkboard. Discuss each set, leading pupils to recall the sounds the letter combinations ow, ou, aw, and ew can represent.

ow	ow	ou	aw	ew
grow	clown	ground	flaw	grew
throw	crown	pound	gnaw	new
know	brown	hound	saw	flew

After discussing the sets, ask these questions to check children's knowledge of vowel +w combinations:

What two letter combinations can stand for the same sound? (ou and ow)

What letter combination can stand for a long o sound? (ow)

What letter combination stands for the sound heard in the word crawl? (aw)

What letter combination stands for the sound heard in the word threw? (ew)

Duplicate the following activity and have the children read each sentence and then choose the word from the list at the top of the page that correctly completes each sentence. Tell them to write the word in the blank space.

follow mouth flowers proud
flew crawl straw chew
yellow

The baby has started to _____. (crawl)
Her new dress is _____. (yellow)
The airplane _____ over the clouds. (flew)
The _____ were growing in the garden. (flowers)
Joe was _____ that his team won the game. (proud)
This meat is hard to _____. (chew)
I drink my milk with a _____. (straw)
The baby likes to _____ Mother around. (follow)
The dog has a slipper in his _____. (mouth)

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Combinations ow, ew, and aw To give children additional practice in decoding words containing a vowel +w combination, distribute copies of the exercise below. Ask the pupils to fill in the blank spaces with a word from the accompanying list, selecting a word that has a combination that stands for the same vowel sound as the two guide words. Alert them to the fact that some words from the list will fit with more than one set. 1. cows, flowers, _____ crow 2. raw, flaw, _____ brow 3. show, blow, _____ blew 4. new, dew, _____ grown 5. mower, grower, _____ crew 6. flew, grew, _____ blower 7. frown, clown, _____ straw 8. draw, saw, _____ thaw 9. own, flown, _____ town 10. gown, down, _____ few Here are the answers they might choose: 1. brow, town. 2. thaw, straw. 3. crow, blower, grown. 4. blew, crew, few. 5. crow, blower, grown. 6. blew, crew. 7. brow, town. 8. straw, thaw. 9. crow, blower, grown. 10. town, brow. The AWL game-- Direction same as Owl Game A ship's small boat_____(yawl) Cry of a calf_____(bawl) Movement of a baby_____(crawl) A strong fishing net dragged along the sea bottom _____(trawl)	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
4. Y (vowel spellings) ey, ay.	CD-TE 53, 215 Wkbk.- p. 68 Duplicating Masters #63B, 11B	W. of Surprises- T 88-89, 95, 102-103, 120, 152, 179, 180				

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Write the words below on the chalkboard and have them pronounced: Paul walrus tall false dawn faucet small August walnut straw Ask the children to tell how the words are similar, leading them to note that the vowel sounds are the same. Have volunteers underline the letters in each word that stand for that vowel sound. Then read the following riddles and have the children name a word from the list that answers each. 1. It's a nut. 2. It's a boy's name. 3. It's a time of day. 4. It's the opposite of short. 5. It's a sea animal. 6. It's the name of a month. 7. It's the opposite of true. 8. It lets water into the sink. 9. It's the opposite of big. 10. It's a drinking tube. The ey Digraph Write these words on the chalkboard and ask the children what is the same about them. Underline the ey endings and have the words identified. key they money hey Ask the children how the words in the first column differ from the words in the second column. Lead them to generalize that the ey digraph can signal the sound of long e or that of long a. Write these (cont. on next page)	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	PAND McNALLY SPELLER	PALMER HANDWRITING
	MSM- TE 60, 61, 226, 227 Wkbk.- p. 13 Duplicating Master #89B		Going Places- T 39, 40, 46, 47, 151, 2, 3, 4			
5. W (vowel spellings). a. ew (oo)			Going Places- T 174-175, 239, 240			

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS

sentences with underlined words on the chalkboard and read them aloud. Then have the pupils add each underlined word to the key or they column on the chalkboard.

1. The chimney is made of bricks.
2. A worm is a bird's prey.
3. You should obey your father and mother.
4. Honey is very sweet.
5. My grandfather has turkeys on his farm.

Have the children read the words quietly to themselves to decide in which two words y represents the same sound. As soon as a child discovers which words contain the same sound, he may go to the chalkboard and circle the two words. Continue by writing other sets of four words. The following words may be used:

pry	bony	spy	yard
sly	copy	yeast	puppy
yank	leafy	valley	try
donkey	you	sky	yet
fry	your	easy	sixty
yoke	dry	shy	candy
tiny	yarn	study	cry
money	spry	yawn	dusty

The ew Diphthong

Write the words blew, chew, dew, few, new, flew, and mew on the chalkboard. Ask volunteers to identify the words and to tell how all the words are alike. Then have them underline the ew combination in each word. Point out that there is a difference in the

(cont. on next page)

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
b. ow (ō)			Going Places- T 23, 24, 88, 101-102, 239, 240			

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	sounds represented by ew in flew and few and that in different parts of the country one or the other sound may be used most often for some of the words. Explain that this letter combination is similar to the ow combination in that the two letters glide together. Use these words to compare the ew and ow combinations: chew, chow, new, now. Vowel +w Combinations Write the following groups of words on the chalkboard for the children to identify. After the words have read, ask volunteers to underline the vowel +w in each word. flowers grow flew saw clown yellow blew straw brown lower chew crawl town follow new lawn cows snow drew growl blow crew Have children note the change in vowel sound in many words when w follows a vowel. To give children further practice with vowel +w, play a game with the vowel +w combinations and initial consonant clusters. Write the following list of words on the chalkboard: blew, blow, claw, flew, glow, plow, brow, crow, draw, drew, grow, grew, stew, straw, throw, threw. Prepare tagboard cards (two or three of each) with these initial clusters: bl, cl, fl, gl, pl; br, cr, dr, gr; st, str, thr. Distribute the cards, one to each child in the class, turning the cards face down on the desks. Prepare tagboard cards (one of each) with aw, ew, and ow to be placed on the chalkboard tray.	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
6. Two sounds of G. a. G-- followed by e, i, y- make j sound: (ginger, gym)	CD- TE 277, 278, 296	Secrets- TE 50, 208 Wkbk.- p. 2 Rewards- TE 63, 231 Wkbk.- p. 5 Signposts- TE 158, 159, 245	W. of Surprises- TE 4, 9, 134, 135			
b. G-- followed by a, o, u- makes "guh" sound: (game, gun)	CD- TE 277, 278, 296 MSM- TE 49	Secrets- TE 50, 208 Rewards- TE 166, 2 232, 298 Signposts- TE 158, 159, 245	W. of Surprises- TE 4, 9, 134, 135			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
SRA- IIA 2, 5, 9 IIIA 4, 9, 14	Write a list of hard and soft g words. Let children draw pictures of the words. The Sounds Represented by c and g Start this review of the sounds represented by the letters c and g by writing the following sentences with underlined words on the chalkboard. The color of the cinders was black. Harry's watch was made of genuine gold. The rug in the hallway was very dirty. Read the sentences aloud and recall with the class the following generalizations: (1)when the vowels e and i follow the letters c and g, this usually means that the letter c stands for the sound represented by c in cinders and the letter g stands for the sound represented by g in genuine; (2) when the vowels a, o, and u follow the letters c and g, this usually means that the letter c stands for the sound represented by c in color and the letter g stands for the sound represented by g in gold; and (3) when the letter g appears in the final position, the g stands for the sound represented by g in rug. germ g j orange g j package g j gym g j judge g j gutter g j guppy g j danger g j dragon g j gate g j budge g j goblin g j good g j huge g j angel g j drag g j ledge g j magic g j engine g j bag g j twig g j wedge g j giraffe g j gallop g j	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
7. Silent letters-- wr, kn, gn, gh	CD- TE 131, 149, 155, 159 Wkbk.- pp. 38, 46, 51 Duplicating Masters #39A, 46A, 42B, 46B MSM- TE 49, 50, 268 Duplicating Masters #7B, 101B	Secrets- TE 232 Rewards- TE 166, 232, 298	Going Places- T 70, 71, 219-220, 221, 173, 174			

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Write the following columns of words on the chalkboard. know wrong knot write knee wrap knob wring knelt wren Have pupils take turns coming to the chalkboard to circle the letter or letter combination that represents no sound in each word. Then guide a discussion about the separate columns of words, eliciting comments that point up the constant factor in each column-- unsounded k in the first column and so on. Have children review the concept that there are various word patterns, as represented by the columns of words, which indicate that some consonants will represent no sound. Use the letters kn or wr to make words. wr en wr ong kn uckle kn ew kn ee kn elt wr eath wr ist wr ing wr ung kn it kn ife wr ench wr inkle wr iter Giant Letters: Use large letters printed on construction paper (14 inches) for each team and a pencil for each player. A number of horizontal lines on which students are to write words are drawn on each letter. Each team is given similar letters, for example WR. Each player in turn then writes on his team's "giant letters", a word beginning with the sound WR stands for. The team with the largest number of words is the winner.	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
8. Vowel and "r" spellings.						
a. war	CD- TE 230 MSM- TE 55, 231	Secrets- TE 82, 153, 154, 251 Rewards- TE 97, 107	W. of Surprises- T 120-121, 153			
b. wor	CD- T 97, 98, 237 MSM- T 321	Secrets- T 82, 153, 154, 251 Rewards- T97				
c. ear	CD- T 244, 247 Duplicating Master #78A		Going Places- T 80, 94-95, 156, 160			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Spice", p. 127	The wor Combination Write the following words on the chalkboard and ask the class to identify them and to explain how the words are alike. words work worry world worse When the initial wor combination and the sound it represents are identified, add the following words to those already on the board. Have volunteers read them, emphasizing the sound the wor combination stands for. worm worth workshop worst Call on children to come to the chalkboard and point to and read the word the word that means: 1. something you use to catch fish (worm) 2. what grownups do (work) 3. what a book has on its pages (words) 4. something worse than all the rest (worst) 5. the whole earth (world) 6. where you might work on a hobby (workshop) 7. the value or price you put on something (worth) Vowel +r Combination Write these words on the chalkboard to head three columns. torn car her, bird, hurt (cont. on next page)	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
	MSM- T 88, 89, 231, 232 Duplicating Master #25B					
d. air	CD- T237, 238 Duplicating Master #69B MSM- T 231, 238	Secrets- T 140 Rewards- T 97	Going Places- T 80, 239, 240			
e. are	MSM- T 55, 56, 59, 87, 231, 238	Rewards- T 97, 156, 176, 187	Going Places- T 80, 239, 240			
f. ure	MSM- T 231, 246 (+ure)	Rewards- T97, 156, 176, 187				
g. ore	MSM- T231	Rewards- T97, 156, 176, 187				

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Underline the or, ar, er, ir, and ur combinations and ask children why her, bird, and hurt are written together. If they hesitate, have them pronounce the words aloud. As you pronounce each word below, have children indicate which of the three letter combination and sound columns they belong under. As you write the words under the appropriate headings, underline the vowel +r combinations. hard shirt before barn more forgot smart born fur perky skirt herd store farm birthday purple Duplicate the following material and tell children to choose the vowel +r combination that correctly completes the word and to write it on the blank line. 1. I went to two p____ties last week 2. That dog can do clev____ tricks. 3. I h____t myself when I fell. 4. That t____tle walks slowly. 5. Mom wants me to help h____. 6. The b____d flew as f____ as he could. 7. She had h____ hair cut sh____t. 8. Many flow____s grow in the g____den. 9. There is a game at the p____k today. 10. Did you st____t reading your new st____y book? Find a word in the list on the right to match each meaning given below. Write the word on the line after its meaning. 1. something that flies _____ fern 2. some cattle in a group _____ shirt 3. a kind of plant _____ herd 4. something coats can be made of _____ bird 5. a color word _____ fur 6. something a boy may wear _____ purple	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
h. or	CD- T 162, 238, 113, 120 Duplicating Masters #49A, 50A, 69B, 33B	Rewards- T97, 156, 176, 187	Going Places- T239-240			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	fern first fur Do these words contain the same vowel sound? What letters stand for this sound in each of these words? ____ ____ ____	
SRA Ib Tan 44	Review of Vowel +r Combinations Write corn, bird, hurt, and her on the board. Have children read the words and identify the vowel +r combinations. Ask them how many combinations they see (four--or, ir, ur, and er) and how many they hear. (Two, because er, ir, and ur stand for the same sound.) Duplicate the following material and tell children to choose er, ir, or, or ur to complete the words. 1. The b___d sat on his p___ch. 2. A rose is beautiful, but it has th___ns. 3. Mother put some f___ns in the vase. 4. I wond___ if my coat is t___n. 5. We heard thund___ during the st___m. 6. The cl___k in the store was sh___t. 7. You read that st___y bett___ than she did. 8. That [illegible] h___ hat in the st___e window. 9. Th[illegible]unded its h___n when it went around th[illegible] Letter [illegible]tions er, ur, ir, wor, and ear Help chi[illegible]call that the vowel sound heard in the word h[illegible]be represented by many different combinations.[illegible]te these words on the chalkboard for the childre[illegible] read: her burn bird work learn Have the children discuss how all the words are similar, leading them to generalize that the er in	
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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	her, ur in burn, or in work, and ear in learn stand for the same sound. Duplicate the list of words below and ask childrn to read the words and circle those words that have the vowel sound heard in her. Remind the children to be very careful because not all of the words containing one of the combinations above will have that vowel sound represented. Check pupils' progress as they work to make sure that each pupil understands what he is doing. earn fir tire terrible fire worry there fern more hurry horse wire word Saturday world shirt third beard sorry wear heart dear story earth worse hurt short pear Combinations er, ur, ir, wor, and ear Check children's ability to decode and read words containing the combinations that represent the vowel sound heard in the word turn. Copy the list below and have pupils circle the words that have that same vowel sound. fir third hurt terrible worry more wire wear beard north sorry hurry dear learn fairy early short forest parties work Then have volunteers use the circled words in sentences.	

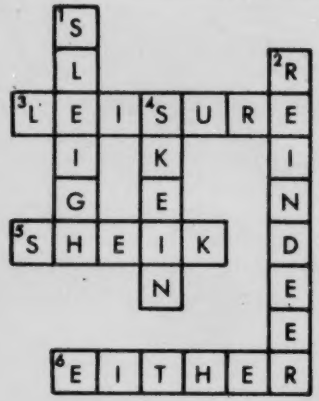
OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
9. Vowel Spellings a. eigh (ā)	CD- T 245 Duplicating Master #70B	Rewards- T 123				

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Vowel +r Combinations Present an activity in which children can practice decoding words that contain vowel +r combinations. Distribute copies of the following activity and ask children to circle each word that contains the vowel +r combination and to finish the sentences with one of the circled words. dishes star mud burn barn smart sack some jar tame harm snow past far deep watch arm sadly just else 1. Donkeys usually stay in a _____. (barn) 2. He tried not to _____ himself. (burn) 3. Dan is a very _____ boy. (smart) 4. There is some jam in the _____. (jar) 5. That is a very bright _____. (star) 6. We are going _____ from here soon. (far) 7. I fell down and hurt my _____. (arm) 8. The dog will not do you any _____. (harm) Expanding Skills Duplicate the crossword puzzle (without answers), words, and sentence clues below. Have the children complete the puzzle by using words containing the ei combination. Help pupils note that the vowels ei represent the long e sound in words going across, and that they stand for long a sound in words going down. (cont. on next page)	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS



either reindeer
skein sheik
sleigh leisure

Across
3. Time to do as you like
5. An Arab chief or leader
6. One or the other of two

Down
1. Carriage used in the snow
2. A kind of large deer
4. A small bundle of yarn

Find a word in the list on the right to match each meaning given below. Write the word on the line after its meaning.

1. to get a present _____ neighbors
2. people who live near you _____ weight
3. leader of a desert tribe _____ receive
4. top of a room _____ sheik

(cont. on next page)

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
b. igh (ī)		Signposts- T 85, 86 Secrets- T 172, 173	W. or Surprises- T 96, 97, 102-103, 142, 153 Going Places- T12, 15, 16, 40			
c. ea (ĕ)	Key 28: CD- T 223, 247, 235, 250 Duplicating Master #73A MSM- T 237, 238	Secrets- T 117, 215 Rewards- T 50, 51, 156, 157	W. of Surprises- T 122, 142			

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	5. measurement using pounds _____ vein 6. takes blood to the heart _____ ceiling The vowels ei in eight stand for the long ___ sound. The vowels ei in ceiling stand for the long ___ sound. Eigh Footsteps: Skill--Mastery of long a sound spelled with eigh. Write eigh words on cut-out foot prints. Children try to "walk" across the chalkboard by saying the word on the cards they are holding. Example words: neighbor, eight, weigh, eighty, sleigh, eighteen, weight. Write the word right on the chalkboard and have a volunteer read it. In a column under right write the following words: sight, fight, might, light, bright. What consonants are the same in all of these words? (ght) Have the children say the words after you. Lead the children to the generalization that when the letters ght appear together in words, the gh combination is always unpronounced. Usually, when i, g, and h are together in a word, they stand for the sound of long i. The <u>ea</u> Digraph Write the following two columns of words on the chalkboard and have the class read them aloud. bead bread peach dead tea weapon leak breakfast easy health stream breath (cont. on next page)	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	feast weather leave head Ask a volunteer to come to the chalkboard to underline the vowel combination that is alike in all the words (constant ea digraph) and describe the two different sounds represented by the same digraph. The sounds are the long sound of the first vowel e in the combination as in bead, and the short sound of the first vowel e as in bread. Finally, have the children name other familiar words in which the ea digraph appears and tell in which column the words belong according to the vowel sound represented.	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
STRUCTURAL ANALYSIS						
1. Dividing words into syllables a. consonants not alike	CD- T 210, 213, 45, 196, 198, 290, 187, 193, Wkbk.- pp. 59, 61 Duplicating Masters #6A, 61A, 62A, 66A, 53B, 56B, 57B, 61B MSM- T 55, 66, 67, 74, 75, 83, 138, 235, 278 Wkbk.- pp. 19, 68, 90 Duplicating Masters #73A, 90A, 9B, 13B, 14B, 15B, 16B	Secrets- T 167, 258, 279, 347, 335 Rewards- T 177, 204, 231, 291, 298, 165, 194, 268, 222	W. of Surprises- T 172, 173, 176, 201, 222 Going Places- T 13, 14, 21, 54, 57, 58, 103, 152, 153, 186		T 84-85 rd Parts	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
El Paso, Syllable Baseball, p. 36 "Nooks, Crooks, and Crannies," p. 104-108 "Spice," pp. 144-145 "Kids' Stuff," pp. 135, 147, 151, 196	Number 3 children 1, 2, 3 - As the teacher calls out unfamilar words the child stands as his syllable is called out. After 5 words, let them choose children to take their place. Call our familar or unfamilar words to a small group- The children clap or tap some object to indicate the number of syllables in each word. Syllabication Distribute the exercise below to give pupils additional practice in dividing words into syllables and noting vowel sounds within each first syllable. Ask children to read the words, divide words of more than one syllable with marks, and write the number of syllables in the blanks. dishes _____ puzzle _____ myself _____ hopped _____ cotton _____ needles _____ doctor _____ rubbed _____ able _____ lovely _____ someday _____ summer _____ pushups _____ south _____ furry _____ cannot _____ touched _____ herself _____ tunnels _____ fellow _____ watchmen _____ Present a number of sentences orally and have the children listen for the word in each sentence that (cont. on next page)	Give the child a list of syllables that are mixed up. This can have a "hidden sentence" with a key to write it. For example: ersfarm pyhap vesthar zifuzness tavegebles. Write every other word. Farmers harvest vegetables.

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
b. two vowels	CD- T 210, 213, 45, 196, 198, 290, 187, 193 MSM- T 74, 75, 83 Duplicating Masters #20B, 22B, 48B	Secrets- T 167, 258, 279, 347, 335, 275 Rewards- T 177, 204, 231, 291, 298, 165, 194, 268, 222, 345	W. of Surprises- T 172, 173, 176, 201, 222 Going Places- T 13, 14, 21, 54, 57, 58, 103, 152, 153, 186			
c. a vowel and a consonant	CD- T 210, 213, 45, 196, 198, 290, 187, 193 MSM- T 55, 83	Secrets- T 167, 258, 279, 347 Rewards- T 177, 204, 231, 291, 298, 165, 194, 268, 222	W. of Surprises- T 172, 173, 176, 201, 222 Going Places- T 13-14, 21, 54, 57-58, 103, 152, 153, 186			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	contains more than one syllable. As the words are identified, list them on the chalkboard, dividing them into syllables. Then have volunteers underline the vowels or letters which represent a vowel sound in each syllable. (In baby and funny the letter y stands for a vowel sound.) Use sentences such as: Did you eat the cabbage? (cab/bage) Don't put your shoes behind the bed. (be/hind) She will pick berries in the field. (ber/ries) She was at my house tonight. (to/night) There's lots of milk in the bottle. (bot/tle) The baby likes to laugh. (ba/by) That is a funny game. (fun/ny) Syllable Spin Prepare a number of word card showing two-syllable words with two like consonants or two unlike consonants after the first vowel. Make a large circle on heavy paper and attach a spinner with a paper fastener. Number the outside edge of the circle from 1 to 30 (or to the number that tells how many students are in the class). Assign each child a number. Place the spinner by the set of word cards. Choose a child to begin. The child spins the spinner and, when it stops, names the number at which the spinner is pointing. He then shows a word card to the child who has that number. If the child can name the word and tell where the word can be divided to form two syllables, he may have the next turn to spin the spinner. If the child cannot answer correctly, the first child has another turn. (cont. on next page)	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Words to be used: Divided into syllables between- two unlike consonants- circus pencil corner silver sister market candy carpet dentist master doctor thirteen perfect carbon service lantern hornet blanket custard fifteen window napkin picture cartoon a vowel and a consonant- silent demon baby license tiny notice major virus lazy palace pilot devil china future tiger silent motor tepee paper copy title pupil locate Fishing for Syllables: Make fish-shaped cards (2 1/2 x 4 1/2"). On each write a one, two, or three syllable word. Attach a paper clip to the tail. Place mixed-up card, face down, on a table. With a magnet pick up a fish. Look at the word; say it, applying known rules, and tap out the syllables, with a louder tap for the accented ones. Sort Syllables: Make about twenty-five drill cards. On each card, print a word, using words in the current reading lessons. Have students scatter the cards on a table and sort them according to the number of syllables. Include 1, 2, and 3 syllable words. Examples: rusty, bank, tugboat, party, important, potatoes, etc.	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
2. Identifies and uses common prefixes with no root changes. a. a	CD- T 277, 282, 292 Wkbk.- p. 90 MSM- T 96, 280	Secrets- T 82, 84 Rewards- T 96, 202				

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Syllables: On the chalkboard, write a one-syllable word, a two-syllable word and a three-syllable word. On the chalk rail, place an envelope beneath each word. On a table, place a box containing word cards of one-, two-, and three-syllable words. The student takes a word card from the box, reads it to the group and places it in the correct envelope, according to the number of syllables it contains.	
"Nooks, Crooks, and Crannies," pp. 46-51 "Spice," p. 146 "Kids' Stuff," pp. 136, 145	a-- from, away, off Rotating Wheel: Two circles, one smaller than the other, are fastened together through their centers in order to rotate freely. The centers may be fastened by a large brass fastener. Initial consonants or final consonant sounds may be emphasized by printing them either on the large circle or the smaller circle depending on whether you are stressing initial sounds or final sounds. In this instance the common syllables a, al, and be should be printed on the smaller circle. By rotating the circles different words may be formed. As children rotate the circles and build a new word, have them say their new word carefully. This is a good team activity, as two children working together can help each other discard combinations which do not make real words. Example words: a-way be-low al-most a-lone be-gin al-ways a-loud be-come al-phabet a-bove be-gan al-so a-like be-gun	For prefixes and suffixes: The child writes an occupation vertically on his paper. He then makes related (or unrelated) root words and he then adds prefixes and suffixes to these words. Example: d e l i v e r --y o p e r a t e --r un- c o m m o n --er t o n s i l --s re- o p e n --ed ar- r e s t --ed

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
b. al	CD- 277, 282, 292 Wkbk.- p. 90 Duplicating Master #90A MSM- T 96, 280	Rewards- T 202, 203				
c. be	CD- T 277, 282, 292 Wkbk.- p. 90 Duplicating Master #90A MSM- T 96, 280	Secrets- T 82, 84 Rewards- 96, 97	Going Places- T 199			
d. en		Secrets- T 84, 233				
e. re	MSM- T 95, 96, 101, 108, 280 Duplicating Masters #26A, 27A					

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Flip Common Syllable Substitution: Cut a sentence strip 8 inches long. (One sentence strip will make three cards). Manuscript the basic word on this 8 inch card. Cut smaller cards 2 inches long. Manuscript common syllables on these 2 inch cards. Punch holes through the top of both cards. Notebook rings or chicken rings may be used to hold the cards. The common syllables may be easily flipped to make new words. The students could make these themselves as they build words.	
SRA Ib Tan 39	be-- about, over, to make, to cover up	
	en-- put into, make into, in	
SRA Ib Tan 39	re-- back, again	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
f. un	CD- T 277, 282 Wkbk.- p. 90 Duplicating Masters #90A MSM- T 101 Wkbk.- p. 35 Duplicating Masters #26A, 27A	Rewards- T 105	W. of Surprises- T 187-188 Going Places- T 249, 50, 254			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Read each sentence and find the word that has the prefix un. Draw a line under the base word. On the line, write the numeral that shows the meaning of the prefix. 1= to do the opposite of 2= not 1. Those steps are unsafe. ____ 2. That ghost story is untrue. ____ 3. He had to unzip his jacket to take it off. ____ 4. After our vacation we had to unpack the suitcases. ____ 5. Father had to unchain the gate to get in. ____ 6. He divided the candy bar into unequal pieces. ____ 7. The man had to unload the truck. ____ 8. The small boy could not unbutton his coat. ____ 9. We were unable to solve the puzzle. ____ 10. Mary will unwrap the birthday present. ____ 11. Much of the work was left undone. ____	
	The Prefix <u>un</u> Write the words do and done on the chalkboard and have them identified. Write the prefix un in front of each word and have the words read again. Ask how the meaning of each word changes, leading pupils to note that the prefix un gives the word an opposite meaning from the base word. Continue with a few more examples and have pupils use the base word and the word with the un prefix in sentences. curl snap fold wrap tie uncurl unsnap unfold unwrap untie When working with the prefix un, help children note that the prefix forms a separate syllable when added to a word.	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
g. review	CD- T 289, 291, 292 Duplicating Masters #92A, 93A, 83B, 84B MSM- T 95, 96, 108, 109, 281 Wkbk.- pp. 26, 92 Duplicating Masters #27B, 28B, 29B, 34B, 35B, 102B	Rewards- T 282				
3. Identifies and uses common suffixes with no root changes. a. en	MSM- T 288, 151, 152, 179 Wkbk.- p. 49, 59, 64 Duplicating Masters #57B, 70B, 71B	Secrets- T 84, 233 Rewards- T 166				

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Write these sentences on the chalkboard and have the children read them. Ricky is <u>happy</u>, but Mary is <u>unhappy</u>. Our dog is <u>friendly</u>, but our cat is <u>unfriendly</u>. Ask the children what the words unhappy and unfriendly mean. Then ask how the prefix un changes the meaning of the words happy and friendly, leading pupils to generalize that the prefix un means not, or that it makes a base word have an opposite meaning. un-- to undo, not, remove from	
"Spice," p. 147 "Kids' Stuff," pp. 181, 183, 189, 191	Make a large wheel from tagboard. Print word endings along the rim of the wheel. As each player spins the wheel he must give a word that ends with the suffix at which the spinner stops. Adaptations: Use prefixes instead of suffixes.	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
b. ful	MSM- T 130, 288, 135, 144 Duplicating Masters #40A, 53B	Secrets- T 146, 224 Rewards- T 115	Going Places- T 231, 232, 233, 238, 256, 257			
c. es	CD- T 255, 256, 260, 269, 270, 275, 289, 292, 294, 295 Wkbk.- p. 82 Duplicating Masters #83A, 106B MSM- T 288	Secrets- T 233 Rewards- T 203, 204	W. of Surprises- T 30, 112 Going Places- T 71-72			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
SRA Ib Tan 42	The ful Suffix Write the sentences below on the chalkboard and ask volunteers to pick out two sentences in each set that have the same meaning. He is a careful driver. He drives with care. He is a careless driver. Tom is a big help at home. Tom is often helpful at home. Tom is often helpless at home. That is a painful cut. That cut is causing pain. That cut is painless. Help children recall that when the ful suffix is added to a word, a new word is formed that describes a person or thing having the quality indicated in the base word. The Addition of the es and ing Endings Write the words dog and dogs on the chalkboard and ask the children how many syllables they hear in each word. Help them generalize that the ending s in this case does not add another syllable. Then write box and boxes on the chalkboard and ask children how many syllables they hear. Do the same exercise with go and going and help children generalize that es and ing add a syllable to a base word. Write the following words on the chalkboard and ask children to read them and put slash marks between the syllables. glasses shouting peaches raining dishes snowing foxes floating working bowing falling dresses	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Plurals s and es Many words name more than one thing. Some of these words are animals, bears, boys, girls, games, kangaroos, pets, pigs, zoos. (Write the singular forms of a few of these words on the chalkboard as you say them, and then add the s to form the plurals) Some words that name more than one thing would be hard to say if only the letter s is added. Write the following list of words on the chalkboard, adding the letter s to a few of them, and attempt to pronounce them for the children: wish, dish, gas, kiss, box, ax, ranch, sandwich, patch. Then erase the s ending and add es to all the words. Have the children repeat the plurals after you pronounce them slowly several times. Lead the children to the discovery that the letter e is inserted before s to form a sound unit which aids in pronouncing words that end with x, s, ch, and sh. Present a few more singular nouns (both known and unknown words) and let the children decide whether the plural form is made by adding s or es. Fill in the blank with the correct word: 1. two _____ (cat, cats) 2. three _____ (animal, animals) 3. two _____ (box, boxes) 4. one _____ (car, cars) 5. three _____ (wish, wishes) 6. every _____ (ranch, ranches) 7. two _____ (dish, dishes) 8. two _____ (sandwich, sandwiches) 9. one _____ (match, matches) 10. many _____ (kiss, kisses)	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
d. y	CD- T 244, 245, 263, 289, 292 MSM- T 288				T 92, 93	
e. ty	MSM- T 196, 223, 288 Wkbk.- p. 64 Duplicating Masters #74B, 88B					

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	The y Suffix Write the following sentences with underlined descriptive words on the chalkboard. That was a tasty meal. A noisy truck went by. He drove on icy roads. Find a shady place for the picnic. He has a shiny bicycle. It's a very smoky fire. Have the children read the sentences aloud. Then ask volunteers to name the base words from which the underlined derivatives have been formed by adding the y ending. List these words on the chalkboard as they are given. taste shade noise shine ice smoke Elicit the generalization that all the words follow the basic CVCe pattern and the final unsounded e is dropped before the y ending is added to form new describing words.	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
f. age	MSM- T 116, 117, 120, 135, 144, 149 Duplicating Masters #40A, 45A, 40B, 41B, 53B					
g. less	MSM- T 130, 135, 144, 149, 224, 288 Duplicating Masters #40A, 45A, 53B					
h. ness	MSM- T 162, 163, 179, 288, Wkbk.- pp. 55, 59, 64 Duplicating Masters #65B, 70B, 71B	Rewards- T 275				

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	For students who need additional practice in forming words with the less suffix, duplicate the material below and ask them to read each sentence and complete it with a word that has the less suffix. 1. A dog without hair is _____. (hairless) 2. A man without shoes is _____. (shoeless) 3. A dragon without a tail is _____. (tailless) 4. A robe without a collar is _____. (collarless) 5. A rabbit without a home is _____. (homeless) 6. A cow without horns is _____. (hornless) 7. A mouse without cheese is _____. (cheeseless) 8. A word without meaning is _____. (meaningless) Add the suffix er or est to the base word at the right. Write the new word to complete the sentence. 1. Jane is _____ than Jack. short 2. Sugar has the _____ taste of all sweet 3. An ocean is _____ than a pond. deep 4. That man worked the _____ of anyone. hard 5. Today was the _____ day of this month. warm 6. Dan ran the _____ of all the boys. fast (cont. on next page)	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
i. or	MSM- T 170, 171, 179, 288 Wkbk.- pp. 57, 59, 64 Duplicating Masters #67B, 68B, 70B, 71B	Secrets- T 215	Going Places- T 258			
j. ment	CD- T 263, 291, 292 MSM- T 135, 288 Duplicating Master #40A	Secrets- T 200, 252, 179, 180 Rewards- T 89				

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
SRA Ib Tan 42	7. A lion's roar is _____ than a cat's meow. loud 8. My pencil is _____ than yours. sharp 9. That is the _____ dog I ever saw. mean 10. His car is _____ than ours. new 11. That turtle is _____ than this one slow 12. Grandmother has the _____ house in town. clean Mark the Word-- Make a transparency showing words which can be changed by adding en or n. Let children say the original word, write in the en or n, and say the new word. Example: fall_____ broke_____ froze_____ sad_____ flat_____ wake_____ grow_____ sharp_____ blow_____ Changing Words with Suffixes: Directions: Add the proper suffix, en or n, to each word that is underlined to make the sentence correct. 1. The tree had fall____ into the creek. 2. The water has not yet froze____. 3. Have you blow____ up all the balloons? 4. I knew she would say it, "My, how you have grow____!" 5. I've broke____ my new pencil. 6. I will wake____ my brother at 7:00 o'clock. 7. You will need to sharp____ your pencil. Es ending: The child is given a list of words containing the es ending. He uses the root word in a sentence. Example words might be sandwiches, brushes, boxes, glasses, dashes, benches, tomatoes, potatoes, bunches, crashes, stretches, buffaloes.	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
k. est	CD- T 33, 203, 292 MSM- T 288	Secrets- T 97, 112, 233, 146	Going Places- T 31-32, 57, 163, 195-196			
l. ly	CD- T 263, 289, 292 MSM- T 288	Secrets- T 97, 112, 146, 224, 236 Rewards- T 115, 193, 205	Going Places- T 192, 193, 195, 196, 232, 233, 256, 257			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
SRA Ib Blue 22, 23	The child is given a group of pictures. He names the objects in the pictures and gives the plural of the name if there is more than one object involved. Use some of the example words above. Es to form singular and plural: The child is given a list of singular words. He forms the plurals of each word in the list. Examples: stream_____ box_____ brush_____ speech_____ tub_____ dash_____ swan_____ glass_____ stretch_____	
"Spice," p. 41	The Suffix ly Write the words below on the chalkboard and ask volunteers to read them. Have them point out the common element, the ly suffix, in each word and underline it. suddenly strangely quickly softly freely excitedly safely sadly loudly Discuss the meanings of the words suddenly, quickly, sadly, and safely and help children understand that the words ending in the ly suffix tell how. Write these sentences on the chalkboard and ask children to find the words with the ly suffix. Have the children supply other words ending in ly for the blank spaces, changing the meaning of the sentences. In the first sentence, for example, the adverb could be changed to sadly. Mr. Mark was working happily in his garden. Quickly he pulled out the weeds. The boys shouted loudly. The rain fell softly. The bread was covered thickly with jam.	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
m. ed	CD- T 260 MSM- T 214	Rewards- T 193, 194	W. of Surprises- T 29, 30, 57, 131, 132, 185, 209 Going Places- T 56, 158, 250	Listening, Reading, Talking and Writing- T 89		
n. er	CD- T 263, 264, 289, 291, 292	Secrets- T 97, 112, 233, 236 Rewards- T 193, 205	W. of Surprises- T 80-81, 172-173, 185, 209 Going Places- T 31-32, 163, 164, 180, 181, 185, 186, 195, 196, 216, 223, 224, 256, 257		T 90-91	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Help children identify the ly suffix as a separate syllable. Read the words below and ask the children to hold up one finger if they hear one syllable in the word and two fingers if they hear two syllables. glad sad gladly sadly softly proud proudly soft	
SRA Ib Blue 22, 23	The Agentive Suffix <u>er</u> Write the following words on the chalkboard and have children discuss the meanings and usage of the two words in each group. Lead them to recall that the er ending signals that it is one who does. clean, cleaner farm, farmer oil, oiler dream, dreamer hunt, hunter sing, singer bank, banker dance, dancer catch, catcher Ask the children to read each base word and tell how many syllables they hear in each. Then have them read the words with the er ending and tell how many syllables they hear in each. Lead them to generalize that when er is added to a word, the sound it represents can be heard as a separate syllable.	Er occupations: butcher, baker, farmer, barber, cleaner, producer, grocer

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
o. Review	CD- T 263, 268, 289 Duplicating Masters #85A, 86A, 92A, 93A MSM- T 117, 131, 135, 184, 224, 294, 295 Duplicating Masters #40A, 58A, 70A, 95A, 42B, 46B, 47B, 106B	Secrets- T 146 Rewards- T 193-194, 115, 116			T 104, 105	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
SRA Ib Blue 4; 9; 14; 19 Green 3; 8; 13; 18	Draw a line under the base word in each word. On the line after the word write the ending, suffix, or prefix that was added to the base word. 1. helpful _____ 2. unfair _____ 3. wanted _____ 4. recount _____ 5. smaller _____ 6. restless _____ 7. redo _____ 8. watchful _____ 9. unlit _____ 10. climbing _____ 11. deeper _____ 12. fullest _____ 13. rename _____ 14. unchain _____ 15. weaker _____ 16. endless _____ 17. planted _____ 18. handful _____ 19. tallest _____ 20. copying _____ 21. unlike _____ 22. louder _____ 23. refill _____ 24. sleepless _____ 25. reprint _____ 26. crying _____ 27. warmest _____ 28. darker _____ 29. playful _____ 30. untrue _____ 31. opened _____ 32. coloring _____ 33. uncurl _____ 34. retest _____ 35. graceful _____ 36. longest _____ Rummy-- Cards are made in sets of fours. The object of the game is to get rid of cards by laying down three of a kind and adding the fourth. A suffix game may be made by using <u>happier</u>, <u>safer</u>, <u>fatter</u>, and <u>faster</u> as one set and as many other suffix sets as may be needed to make an interesting game. Deal 6 cards to each player. Place the next card face-up on the table to begin the "discard pile". The remainder of the pack is placed face-down beside the discard pile. Only three cards may be laid down at a time. When a player's turn comes around again he may play the 4th card on his or his opponent's triplet. Player #1 checks the discard pile to see if he can (cont. on next page)	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	use any of the cards toward completing a set. If he cannot use any of the discarded cards, he goes to the "draw" pile and takes the first card. If he is holding "happier" and "safer" and "fatter" he has triplets. He may elect to lay down immediately or hold until later. He discards "safely". Player #2 follows the same procedure, looking for his triplets. Once a set of triplets has been laid down, players may elect to add on to triplets already on the board instead of laying down triplets. Only one play may be made after a "draw"-- one triplets laid down or one card added to the triplet already down. When a player discards his last card, he calls "Rummy". Examples: happiest - softest - fattest - fastest walking - going - jumping - running useful - helpful - cheerful - awful happiness - goodness - kindness - greatness Dress Up With Suffix-- Little plain words can be "dressed up". Putting ed, ing, er, est, ly, tion, ful, or ness on them is a common way. Like this: Jump + er = jumper; and long + est = longest. Directions: Dress up these words by putting the trimmings on the plain word. turn+ed = _____ round+ed = _____ turn+er = _____ round+ ing = _____ turn+ ing = _____ round+ s = _____ good+ness = _____ talk+er = _____ cheer+ful = _____ talk+ed = _____ talk+ing = _____ (cont. on next page)	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
4. Review of contractions.	CD- T 70, 80, 89, 95 Duplicating Masters #18A, 19A, 25A, 26A, 15B, 22B MSM- T 61, 83, 154, 281, 286 Wkbk.- p. 16 Duplicating Masters #47A, 92A, 12B, 21B, 102B	Secrets- T 188, 195 Rewards- Wkbk.- p. 100	W. of Surprises- T 149, 150, 151, 176-177 Going Places- T 110-111, 116, 240-241			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	long+er = _____ jump+ed = _____ long+ed = _____ jump+s = _____ long+ing = _____ jump+er = _____ long+er = _____ jump+ing = _____ Suffix Flower-- Match the correct suffix with the root word. Materials: Flannel board; felt or felt backed paper pieces cut into the following shapes; "Suffix Flower" flower centers, each containing a root word; and flower petals, each containing a suffix. The child completes the flower by matching all the possible correct suffixes with the root word.	
I'll you'd he'll I've she'll we've it'll you've we'll aren't they'll isn't you'll haven't I'm hasn't he's didn't she's doesn't it's don't we're wasn't they're weren't you're wouldn't I'd won't he'd couldn't she'd can't it'd shouldn't we'd let's they'd who's (cont. on next page)	Contractions-- Materials: Pizza cardboard, wooden clothespins; plastic container or box (cigar box is excellent) for cards. Apply a white undercoat to both sides of the pizza cardboard disk and to the box. Allow to dry, then apply bright colored fast-drying enamel. Cut 3 x 2" tagboard cards. CARD A is the directions card. B CARDS are glued inside the disk. C CARDS are attached to the wooden clothespins. Object: To develop skill in using contractions. Players: Individual participation. Contractions in a Story-- Write a one-paragraph story calling for many contractions. Students fill in the blanks with the missing contractions. Example: I _____ feel very well. My throat hurts, so I _____ talk very loudly. I _____ take my medicine, so Mom said she _____ let me talk on the phone. I sure _____ do that again. Maybe _____ be better tomorrow. (Capable students may enjoy making up similar stories.)	Carpenter: Allow the child to "build" a roof with contractions or compounds by filling in shingles (or bricks) on a mimeographed house. This could also be used to build a skyscraper, story by story, with "next door" neighbors. Examples: wasn't = was + not don't = do + not brick layer post man fire man

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
who'd that'd who'll that'll what's there's what'd there'd what'll there'll where's how's where'd how'd where'll how'll that's "Kids' Stuff," p. 154	Contraction Basket Upset: The student will write contractions and the words that the contractions stand for. Materials: Master list on contractions for each child. Cards made from the master list. Description: Give each student a master list and "deal" out the cards. Each student may have several cards. The leader calls out 2 to 4 contractions or words from the master list. The children holding the words or contractions called out must go to the chalkboard and write the contraction if he holds the two words called out or the two words if his contraction was called out. In the meantime the leader takes one of the seats. The student who loses his seat calls out the new words or contractions from the master list. Example words: wasn't, don't aren't, needn't, hadn't, etc. Contractions: Given a list of word pairs, the student will write the contracted form of each pair. Have the student read several sentences containing contractions and write the words that are combined in each of the contractions. Write phrases and their contractions on separate oaktag strips. Ask the student to match each phrase with its contraction. Remove the phrase cards, asking the student to identify the words in the contractions. Remove the contraction cards and ask the student to write contractions for each phrase. Prepare a worksheet by listing word pairs that can be written as contractions. Ask the student to write a contraction for each pair of words. For example: do not we are are not we will will not you are I am you will they are can not it is	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
5. Review of compounds.	CD- T 65, 74, 77 Duplicating Masters #12A, 13A, 15A, 16A, 18B MSM- T 89, 281, 286 Duplicating Masters #92A, 26B, 102B	Secrets- T 61, 124, 167, 180 Rewards- T 133, 222	W. of Surpri[illegible] T 57, 94, 151 Going Places- T 20, 21, 55, 56, 187-188, 224-225, 240-241, 264-265			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Write the following sentences on the chalkboard. Have the children rewrite each sentence on paper, making a contraction from the underlined words. When they have finished, ask volunteers to read the sentences aloud. Check for correct formation of the contractions. 1. He says he <u>is not</u> going with us. 2. Bess hopes <u>she will</u> be home before dark. 3. The <u>letter is</u> waiting for you. 4. I <u>do not</u> think you <u>would have</u> liked it. 5. Andrew <u>will not</u> go to sleep. 6. <u>You had</u> better keep your kangaroo at home or <u>you will</u> lose him.	
"Nooks, Crooks, and Crannies," pp. 15-21 "Spice," p. 44	Write the following words on the chalkboard: bone house pop fish man room farm place pot brush class star tea paint fire snow back corn Then read the phrase, house on a farm. Have a child repeat the phrase and tell what compound word the phrase describes. Have him come to the ch[illegible]oard, circle the two words in the lists that [illegible]e compound word and write the compound w[illegible]cinue this procedure with the other phrases [illegible]ow until all the compound words have been [illegible] a room where a class meets a place where a fire burns a pot used for making tea a fish shaped like a star a brush used to paint a kind of corn that will pop a bone in your back a man made of snow	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
6. Review of possessives. (singular)						

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Write the following words on the chalkboard and have the children read the words and identify the two base words that make up each compound word. mailman anyway onto anywhere everyone dugout outdoors everything pushup hotdog houseboat someone Put on the board the following material for the children to use for reviewing compound words. Have the children write the compound word on the line next to the two words that make up the compound word. play house _____ fire man _____ house boat _____ bath tub _____ house fly _____ neck tie _____ every thing _____ Reacquaint children with the apostrophe when it is used to show possession. Write the following phrases on the chalkboard and ask pupils to think of another way to say each phrase to show that something belongs to someone. When the children seem fairly confident in working with the possessive case, ask volunteers to make up sentences using their own names to show possession. the crown of the Emperor (the Emperor's crown) the cheese of the mouse (the mouse's cheese) the legs of the dog (the dog's legs) the paper of the boy (the boy's paper) the eyes of the girl (the girl's eyes)	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Write on the chalkboard the following sentence. Is David's dog here? Discuss with the children the meaning of the word David's and the function of the 's. Write the following words, discuss their meanings, and ask the children to use the words in sentences. Pete's Denny's Pat's the man's the woman's the giant's Duplicate the following material (without the answer words, of course) and distribute it to the children. Read the first exercise with them and help them to write the correct answer in the blank. Then ask them to complete the exercise independently. 1. Mr. Tree made a small house. He gave it to Jack. Then it was _____ house. (Jack's) 2. Mrs. Little baked a chocolate cake. She gave it to Mrs. Small. Then it was _____ cake. (Mrs. Small's) 3. Mr. Kangaroo had a spyglass. He gave it to Tiny. Then it was _____ spyglass. (Tiny's) 4. Mary had a big bell. She gave it to Susan. Then it _____ bell. (Susan's) 5. Pat got a book for his birthday. He gave it to Matt. Then it was _____ book. (Matt's) 6. Mrs. Mouse had some cheese. She gave it to Mr. Mouse. Then it was _____ cheese. (Mr. Mouse's)	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
COMPREHENSION						
1. Verifies a true-false statement by using story content.	CD- T 97, 178, 244, 205, 259 Wkbk.- p. 84 Duplicating Masters #61A, 31B, 54B, 65B, 77B, 85B, 86B, 87B MSM- T 112, 119, 127, 235 Duplicating Masters #33A, 36A, 42B, 50B, 90B, 91B	Secrets- (Literal comp.) T 57, 75, 104, 123, 139, 153, 172, 187, 207, 223, 257, 258	W. of Surprises- T 75, 84 Going Places- T 253, 267			
2. Sequences 4 events or statements.	CD- T 33, 38, 39, 57, 60, 67, 73, 82, 87, 107, 112, 117, 130, (cont. on next page)	Secrets- T 147, 300, 340, 356, 363, 326	W. of Surprises- T 132, 138, 6, 22, 43, 44, 56, 57, 59, 60, 94, 111, 124, (cont. on next page)			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Spice," p. 51 El Paso p. 52 "Context Clues" 101, 102, 113, 114	Make true and false statements about a story. Have children locate passages in which the statements are proven true or false.	When a story concerns occupations, give the child true-false statements about the occupation.
"Kids' Stuff," pp. 70, 71, 78-84, 72, 92 El Paso, pp. 45, 47	Story Cut-ups: A story on the children's reading level is cut up into different parts, and perhaps pasted on cardboard. The leader mixes the cut-up pieces and passes them to the group. The child who thinks he has the first part of the story reads it. The others follow until all parts have been read. The story often becomes a quite different story from the original one!	Use job activities for sequencing. Use a child doing something as an example of an occupation. Examples: If you were going to build a dog house. (carpenter) If you were baking cookies. (baker)

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
	148, 154, 171, 175, 199, 205, 207, 249, 269, 274, 295 Wkbk.- pp. 5, 14, 18, 22, 34, 45 Duplicating Masters #5A, 14A, 22A, 45A, 63A, 65A, 5B, 29B, 32B, 43B, 58B, 86B MSM- T 34, 39, 71, 79, 127, 129, 160, 167, 175, 210, 217, 256, 272, 169 Wkbk.- pp. 4, 17, 23, 38, 54, 56, 77 Duplicating Masters #4A, 17A, 38A, 87A, (cont. on next page)	Rewards- T 186	146, 148, 163, 176, 177, 204, 205, 219, 224, 225, 238, 248 Going Places- T 166, 36, 99, 135, 136, 143, 144, 154, 156, 164, 169, 167, 178, 195, 261, 278			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	What Happens Next? Read aloud part of a story which is unknown to the pupils and have them suggest what will happen next. For example read the old fable "The Mouse and the Lion" to the point where the mouse discovers the lion caught in the net. Give hints as necessary. Supplementary readers not well know to the group are good sources of stories. Variation: The same idea may be used as a game with pupils supplying the story parts. In the game, one narrator begins the story, stops at an exciting place, and calls upon another storyteller to tell what happened next; this narrator in turn calls on another pupil to continue, and so on until a satisfactory ending is reached. Recalling Sequence-- Tape record a short story. (Poetry is good to use as well.) Have pupils listen once to the story. Then have pupils list the events that happened in the order in which they happened in the story. Pupils with difficulty in writing may dictate this order to the teacher who records for them. Then replay the recording to check accuracy of work. For a variation provide a list of events in scrambled order with each pupil numbering the items in order of happening; them compare the results. (An experience story of one of the pupils could be used.) Illustrate stories in sequence. (comic strip effect) Use long sheets of Saran wrap. Using crayon or marks marks-a-lot; illustrate story in sequence. Use an overhead projector as a movie.	If you were going to plant a garden. (farmer) If you were going to clean the house. (custodian) If you were going to set the table. (waitress)

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
	4B, 45B, 66B, 82B					
3. Identifies main idea of a paragraph/ story read from three suggested ideas.	CD- T 33, 76, 88, 195, 249, 291, 59, 161, 199, 81, 253 Wkbk.- pp. 12, 20, 50 Duplicating Masters #11A, 20A, 48A, 63A, 73B MSM- T 79, 92, 93, 107, 114, 121, 142, 194, 199, 200 Wkbk.- pp. 25, 30, 36, 45, 63, 65	Secrets- T 110, 118, 154, 161, 200, 337 Rewards- T 48, 116, 123, 372, 395	W. of Surprises- T 10, 70, 78, 116, 125, 140, 152, 185, 218 Going Places- T 20-22, 28, 55, 56, 68, 69, 84, 91, 92, 125, 148-150, 157, 172, 178, 191, 203, 216, 217, 219, 26-37, 267, 282-283			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Small group: Write story sentences on sentence strips. (5-7) Let 5 - 7 children have each of the sentence strips. They then arrange themselves in the proper sequence.	
"Kids' Stuff," p. 73 El Paso, p. 47, 63	Write a story on sentence strips. Let children hold sentence strips or wear them and get in a circle. One person from circle picks main idea - If wrong, someone from group can take his place. Get short stories from magazines, newspapers, etc. Cut off headings - mix these up. Let children read articles and choose correct title for each. Main Ideas: The skill of comprehending the main idea can be taught by writing appropriate headlines for news stories that have been "decapitated." Testing situations can be set up by cutting the headline from a newspaper article and pasting the article on one side of a cardboard with the headline on the reverse side. As the numbered cardboards are passed around the room, the students read the article, write down their own headline on a numbered paper, and pass the cardboard to the next person. When all have finished writing their own headlines, the cardboards are turned over for a discussion of the differences between the headlines of the newspaper editors and those of the students. Examples of articles may be found in the appropriate grade level issues of Weekly Reader or other children's periodicals.	Read the paragraph. Then check the main idea of the paragraph. Everyone knows that cowboys work hard during the summer. But did you know that there are many things cowboys must do in the winter? They spend most of the winter making sure that the cattle are well fed. During the summer, the cattle can feed on grass that grows on the range. But during the winter, there is not enough of this grass still growing to feed them. It is the cowboys' job to bring feed to the cattle so they do not die. At the end of the winter, the cowboys must round-up and count the cattle. They must also brand the new calves. The cowboys now begin their summer work after (cont. on next page)

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
	Duplicating Masters #24A, 35A, 43A, 62A, 63A					
4. Draws conclusions about happenings in a story read.	CD- T 133, 154 Wkbk.- pp. 26, 41, 79, 89 Duplicating Master #43A	Secrets- T 51, 61, 83, 216, 252, 259, 290, 319, 345, 353, 365 Rewards- T 134, 195, 307, 383	W. of Surprises- T 10, 68, 69, 92, 240, 242, 249 Going Places- T 85, 150, 196, 197	T 13, 14, 29, 35, 45, 53, 63, 79, 95, 96, 99, 131, 135		

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Identifying the Topic: Cut the headings from three or four short newspaper articles (Weekly Reader, etc.). Place the headings in one envelope and the articles in another. Pupils are directed to match the headings with the proper articles. A marking scheme appearing on the back of the headings and the articles can be used to make the exercise self-corrective. Variation: Pupils can compose their own headings. Headline Hunting: Purpose: Finding the central idea. Procedure: On one side of a bulletin board, place the figure of a boy flying a kite with the caption: "What's Up?" "NEWS!" Children select newspaper clippings which interest them. Three or four are posted for study minus the headlines. Students read them and supply headlines of their own. Variations: Students may write news items as individuals or as a cooperative group activity. Duplicated copies of a story may be provided for individuals of the class.	working hard all winter long. _____ The work of cowboys in the summer _____ The work of cowboys in the winter _____ The work of cowboys all year long
"Nooks, Crooks, and Crannies," p. 109-110 "Kids' Stuff," p. 65	Determining the Topic: Read two poems about the same general topic. Examples: "P's the Proud Policeman" by Phyllis McGinley and "Bobby Blue" by John Drinkwater. Ask pupils to determine the topic in both poems. Ask pupils what the clues are in the second poem (the word <u>policeman</u> is never used in that poem although it is the subject of both.)	Reader's Digest 2 Part One p. 44-47 (Doctor) Part Two p. 35-37 (Zoo Attendant) p. 119-123 (Fisherman) Part Three p. 41-46 "The Good Shepherd"

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
	MSM- T 48, 65, 72, 79, 114, 167, 230 Wkbk.- pp. 7, 34, 42, 44, 53, 58, 67, 75, 79 Duplicating Masters #9A, 11A, 14A, 32A, 72A					
5. Identifies real and make believe.	CD- T 69, 75, 76, 81, 198, 274 Wkbk.- pp, 51, 17 Duplicating Masters #20A, 17A, 79B MSM- T 159, 100, 222, 223, 277, 148, 308, 196, 233	Rewards- T 127, 227, 106, 148, 196, 233 Wkbk.- pp. 25, 43, 61, 75	W. of Surprises- T 44, 50, 124, 170, 75, 84 Going Places- T 127, 128, 134, 135, 190, 117, 164	T 19, 29, 31, 63, 65, 97, 98		

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Drawing Conclusions About Unfamiliar Terms: Read sentences which contain terms unfamiliar to the pupils. They listen to the content of the sentences. They are asked to draw a conclusion about what the unfamiliar word in each sentence means as used in the context of the sentence. Completing the Incomplete Story: Read a story and leave off the ending. Have pupils draw their own conclusions about the ending after listening up to that point.	C. Dragons: p. 126 (Construction worker) p. 133 (Fireman) p. 208 (Rancher) p. 200 (Laundry man) p. 244 (Sheep herder) M.S. Magic: p. 95 (Electrician) p. 103 (Telephone man) p. 162 (Veterinarian) p. 178 (Librarian)
	To demonstrate fiction, show a picture whose interpretation will require imagination. For example, a closed door. Ask, "What do you think is on the other side of the door?" Encourage imagination. To demonstrate non-fiction - Give words such as house, cookie jar, tree; have them tell true experiences that have happened to them. Fact or Fiction? Given a group of sentences when read to him, some of which are fact and some of which are fiction, the student will state which are fact and which are fiction. To prepare the student for this lesson, tell him that statements about which all will agree and which are not open to different interpretations are facts. Similarly discuss briefly fiction, as made up or imagined stories. (cont. on next page)	Could you really be a _____? Why or why not? Could you really be a _____? Why or why not? Real Occupations: doctor, dentist, clerk, mechanic, secretary, actor, etc. Make believe Occupations: witch, dragon fighter, leprechaun, troll, puppet, clown(?)

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
	Wkbk.- p. 39 Duplicating Masters #25A, 88A					

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	For example: 1. Today is _____. (name of the day) 2. Summer comes after spring. 3. There is a tall giant with green hair who lives behind my house. 4. September has 30 days. 5. Frankenstein, the horrible monster of the castle, lumbered along the crooked path, crying like a little baby. Fact or Fiction: Write words fact and fiction on separate small cards. Let children draw a card from a box and give the name of a story which is an example of the type of story they have chosen. They might suggest any story from their basal reader, supplementary readers, library books, etc.	Detective Game: Give the child clues for real and make believe people. He identifies the person and states real or make believe. Examples: 1. lives in White House, heads USA-- Pres. Ford (real) 2. hot soup, 3 bears, broken chair-- Snow White (make believe)

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
MECHANICS OF LANGUAGE PUNCTUATION AND CAPITALIZATION						
1. Review correct punctuation for asking, telling, and exclamatory sentences.		Rewards-Duplicating Master #5	W. of Surprises-T 224, 244 Going Places-T 190	L.R.T.& W-T 109-112, 130, 142, 143, 144, 145, 146		T 30, 31, 46
2. Correctly capitalizes: a. first word of a sentence				L.R.T.& W-T 128, 141, 111, 112, 130	T 110	T 23, 24, 25, 30
b. names of people, pets, and initials			W. of Surprises-T 1, 21, 40, 47, 191	L.R.T.& W-T 147	T 110	T 17, 18, 33, 40

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Nooks, Crooks, and Crannies," pp. 52-57 "Spice," p. 46		
	Punctuation: Children will need writing paper and pencils. Write several groups of words on the board. Use no punctuation and no capital letters. Vary the difficulty of the vocabulary and sentence structure to fit the level of your group. Example: 1. dick and susan like to play together 2. will you give that to me 3. don found new york on the map 4. mother and i will go away 5. do you like that book 6. he won he won Variation: Let the children make up sentences of all kinds and say them to the group. As one child says his sentence let another child go to the chalkboard and write the proper ending mark for that sentence. Encourage variety in their sentences.	
"Nooks, Crooks, and Crannies," pp. 88-93	Have students write the sentences correctly. Example: Our pastor is rev. r. l. white. Our pastor is Rev. R. L. White. 1. uncle ted's visit was short.	

(cont. on next page)

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
c. names of days of the week; months of the year				L.R.T.& W-T 150		T 54, 55, 56
d. the word I						
e. Mr., Mrs., and Miss (review, extend to Dr.)						
f. names of streets, cities, towns, and states				L.R.T.& W-148		T 21, 22, 33, 40

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	2. That nice lady is mrs c l henderson. 3. His friend, mr j m arnold, came with him. 4. rover, his pet dog, has a ball to play with. 5. aunt kate visited her sister in new york.	
"Nooks, Crooks, and Crannies," pp. 88-93	Have students answer questions about the days and months. Example: What is the 1st day of the week? What day comes after Tuesday? Write the names of the days you come to school. What comes just after January? What month comes between March and May?	
	Sentences using the word I can be written on the board. Have the children correct the sentences. 1. susan and i play games 2. i like to go to school 3. jane and i live next door to tom 4. i have a little black kitten Have students make up sentences using I.	
	Answer the sentences by using Miss, Mr., Mrs., Dr., Pres., Col., etc. 1. What is your father's name? 2. What is your mother's name? 3. What is your doctor's name? 4. What is your teacher's name?	
"Nooks, Crooks, and Crannies," pp. 88-93	Have students address an envelope.	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
g. holidays				L.R.T.& W-T 150		
h. titles of books, poems, and stories			L.R.T.& W-T 149			47, 52, 59, 60
i. greeting and closing of friendly letter			T 140 (model)			41, 57
3. Writes and recites short original asking, telling, and exclamatory sentences.						

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Nooks, Crooks, and Crannies," pp. 88-93	Have students write these titles correctly. 1. funny animals 2. a trip to the zoo 3. two baby bears 4. pal the pony 5. the little red wagon	
"Nooks, Crooks, and Crannies," pp. 116-122		
"Kids' Stuff," pp. 2, 160, 245, 255	"Missing Verb" - This game is for use with a small group. You will need two boxes. One box contains a number of cards with incomplete sentences. (Minus the verbs or adverbs or adjectives) The other box contains the verb or adverb or adjective cards. The first pupil draws from the boxes one incomplete sentence card and one verb or adverb or adjective card. The aim is to fit the word into the sentence so that it makes good meaning. If the card drawn does not match the sentence, the sentence is placed face up in the center of the table and other pupils, in turn, draw a sentence and a card. A player may claim any sentence if his card completes his sentence or one of the sentences in the center of the table. The child completing the most sentences wins. Completed sentence should be checked with an answer key or by the teacher.	Discuss work activities of different careers which would require writing skills.

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
4. Writes an asking sentence for each of five asking words (who, what, when, where, why).				T 127-130		
5. Transforms written asking sentences into telling sentences and vice versa.				L.R.T.& W-T 109-110, 111, 112		
6. Correctly punctuates the following when abbreviated: Mr., Mrs., days of week, months, Dr., initials, street, road, and avenue.						
7. Places a comma:						
*a. between day of month and year						41, 57
*b. between city and state						
*c. between words in a series (simple introduction)						

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Write sentences on the board. Have students put these words in the blank. who what where when why 1. _____ color is the sky? 2. _____ is your best friend? 3. _____ do you live? 4. _____ are you crying? 5. _____ are you going?	
	Give the students a group of sentences, either telling or asking. Have the student write the opposite type of sentence. Example: 1. The baby is crying. Response-- Why is the baby crying?	
"Spice," p. 93	Prepare flash cards with a word on one side and its abbreviation on the reverse side. i.e. titles, days of week, months, names of addresses, states, rivers The children number their papers 1-20. The teacher then holds up a card with a word on it; the children write the abbreviation. The team that has the most correct answers is declared the winner.	Refer to professional careers which may have titles. Have students abbreviate titles.
"Nooks, Crooks, and Crannies," pp. 116-122	Write sentences on the board. Have students place the correct punctuation marks where needed. 1. On September 15 1976 we will be going to the library. 2. My grandmother lives in Dallas Texas. (cont. on next page)	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
d. after the word said and before a quotation (simple introduction)						
e. after the greeting and closing of a letter (simple introduction)				T 136, 140		41, 57

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	3. We saw tigers lions elephants and bears at the circus. 4. Apples oranges peaches and pears are fruits. 5. Our school is in Plano Texas. 6. My cousin goes to school in Albany New York. 7. Mary said "I must get the ball." 8. Bill said "I'll get it for you."	
"Kids' Stuff," pp. 219-229	Prove your Pause: Write sentences on the chalkboard or chart paper, omitting commas. Construct the sentences so as to include persons addressed, appositives, and direct quotations. Have one child read a sentence, pausing at the appropriate places. Let another child write in with colored chalk or marker a comma at the place where the first child paused. Let the group agree or disagree with the decisions made and discuss their reasons. Correct these sentences by supplying correct punctuation: 1. Mother said "What are you doing?" 2. Susan said "May I climb this tree?" 3. Mike said "I know where they are hiding." 4. Chris said "I am going to wash my face."	
"Nooks, Crooks, and Crannies," pp. 116-122		

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
GRAMMAR AND USAGE						
1. Identifies complete and incomplete sentences in both oral and written form.						63
2. Chooses the correct form of a verb (i.e. is, are; was, were; come, came).					T 44, 45, 64	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Spice," p. 45 "Kids' Stuff," p. 160	Write these sentences on the board. Have students tell which are complete sentences. Those that are incomplete need to be corrected by the student. 1. Paul found a watch. 2. It did not belong to. 3. What should he do? 4. He asked a man he. 5. The man said it was not his watch. 6. Paul took the watch home. 7. He asked his. 8. Then he telephoned the newspaper. 9. A man came the next. 10. Paul gave him his. 11. Do you think Paul did the right thing? Choose the right word-- 1. Mom _____ me some food for the party. (give, gave) 2. _____ me your socks. (Give, Gave) 3. Don't _____ your pets to the party. (take, took) 4. Can you _____ to the circus with us? (come, came) 5. My uncle _____ to the house last Saturday. (come, came) 6. Harriet _____ to school with her books. (come, came) 7. Dad _____ the whistle at the game. (blow, blew) 8. _____ two times on the whistle. (Blow, Blew)	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Present an exercise to reinforce the understanding of verb forms and to call attention to the ed ending in some recently introduced verbs such as moved, tied, saved, and liked. Duplicate the following incomplete sentences and have the children select the verb form that best fits each sentence. 1. She _____ to go to the circus. (liked, like) 2. Do you _____ cats? (like, liked) 3. He _____ the good food. (like, liked) 4. Mrs. Jack _____ away. (move, moved) 5. Don't _____ the box. (move, moved) 6. Who _____ the rope? (tie, tied) 7. He can _____ it to the door. (tie, tied) 8. I like to _____ my money. (save, saved) 9. He _____ lots of money. (save, saved) Use short paragraphs in which the student must supply the correct verb choice in the blank. <u>Use is or are</u>-- You _____ wrong about what the ducks were doing. A duck _____ not standing on its head when it does that. It _____ looking under the water for (cont. on next page)	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
3. Chooses the correct word from the following groups: a. a, an						

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	something to eat. Do you think the mother duck and her babies _____ still on the lake? If they _____, we could take them something to eat. Use came or come-- They _____ swimming across the lake toward me. When they had _____ about halfway, they stopped. Use saw or seen-- Today I _____ something that I have never _____ before. I _____ a mother duck and her babies. Use went or gone-- This morning I _____ down to the lake to fish. I have _____ there often. Use did or done-- Then the mother duck _____ a funny thing. She stood on her head in the water. I wondered why she had _____ that. Soon all the little ducks _____ the same thing. Use am not, isn't, or aren't-- I _____ sure that the ducks are still there. If they _____ there now, they may come back. _____ that your lunch bag that you have in your hand? _____ there things in it the ducks would like to eat? Write sentences on the board. Have students choose the correct word. 1. I saw (a, an) owl. 2. (A, An) animal needs (a, an) home. 3. This is (a, an) lovely picture. 4. I had (a, an) cat who chased (a, an) mouse. 5. (A, An) big moon was shining brightly.	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
b. to, too, two					T 56	
c. may, can						
d. no, any						

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	_____ much _____ big _____ apples _____ cookies _____ sick _____ town _____ school _____ go _____ bed Pupils take turns spelling orally the proper to, too, or two to fit the blanks and then using the phrase in an oral sentence. Two Too Many The following paragraph is written on the chalkboard: Last Friday our mothers came _____ our Reading Party. The party began at _____ o'clock. Our mothers seemed _____ like our program. They liked the milk and cookies _____. Mary had _____ glasses of milk. Jimmy ate _____ many cookies and got sick. May-Can Write sentences on the board and have students choose the correct word. 1. (May, Can) I climb this tree? 2. (May, Can) Sue wash her hands? 3. (May, Can) you chase the ball without falling? 4. You (may, can) if you (may, can) walk that far. Write sentences on the board and have students choose the correct word. 1. A hippopotamus (hasn't no, hasn't any) house to live in. 2. Hippopotamuses (haven't any, have no, haven't no) cars to ride in. 3. The doll (has no, hasn't any) house. 4. The horses (have no, haven't any) stalls.	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
4. Refers to himself last when writing or speaking.						
5. Substitutes the correct nominative case and objective case pronouns in a sentence.					T 79	

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Use any or no-- I haven't _____ bread. I have _____ food in the bag that a duck sould like to eat. Let's go home and ask Mother for something for them. Write some sentences and name yourself last. Use the names of these people: your father, your mother, a friend, your teacher, a pet, someone in your class, and a neighbor. Rewrite the sentences correctly: 1. Mary, Betty, I, and Sam are planning to come to the party. 2. "Bob, will you work with me and Joe?" asked Sam. 3. I, David, and Charles are bringing balls and bats. 4. I and Sally are preparing the food. 5. Larry wants to come with me and Ruth.	
"Nooks, Crooks, and Crannies," pp. 35-40	Write he, she, it, we, they beside each word. Alice ____ Irene ____ skates ____ Sue and Tom ____ Dave and I ____ pencil ____ crayons ____ kittens ____ Mr. White ____ Write sentences on the chalkboard and have students substitute a pronoun for the underlined word. 1. Sue is playing with her dolls. 2. Tom is reading a book. 3. Do you see the green dress? 4. Jerry and Jack are brothers 5. Alice and I are playing jacks.	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
6. Identifies nouns and verbs in given sentences.				T 41, 42, 43		

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Nooks, Crooks, and Crannies," pp. 41-45, 111-115 "Kids' Stuff," pp. 193, 257	Read sentence orally and have students respond by raising their hand to the correct choice. 1. Tom and (he, him) went to the ballgame. 2. (They, them) will be in the play. 3. Will (she, her) mother let her go?	

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
COMPOSITION						
1. Identifies the parts of the letter: heading, greeting, body, closing, signature.						41, 57
*2. Places a comma in the date, after the greeting, after the closing in a letter.						41, 57
3. Indents the first sentence in a letter.						41, 57
4. Addresses an envelope properly.						58
5. Writes a short story in paragraph form.			W. of Surprises- T 44, 51, 58, 194 Going Places- T 14, 30, 86, 118, 122, 144, 186, 191, 279	T 51, 52, 99, 100, 135, 136		59, 60

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Nooks, Crooks, and Crannies," pp. 116-122	Write a letter on the board. Have students identify the parts of the letter. Label each part. Have students write on paper an example of each part of a letter as you call it out.	Students could write a letter to "community helpers" asking for information or inviting helper to school for a visit.
"Nooks, Crooks, and Crannies," pp. 116-122		
"Nooks, Crooks, and Crannies," pp. 116-122		
"Nooks, Crooks, and Crannies," pp. 116-122		
"Nooks, Crooks, and Crannies," pp. 69-73, 139-143, 154, 161, 167, 169, 206-207, 220-221, 224, 232, 259, 270 "Kids' Stuff," pp. 249, 255		

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
STUDY SKILLS						
The student:						
*1. Reproduces on paper from memory all twenty-six letters of the alphabet in order.	CD-T 46		W. of Surprises-T 233-234		T 49	T 15, 16
2. Writes the letter that comes before and after any given letter of the alphabet.	CD-T 46					

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Alphabetizing With the Newspaper-- Each pupil is given a column cut from the newspaper or a magazine. He is to circle the first a that he finds in the print. He continues on to the first b that follows the a and circles it. The letters are circled in alphabetical sequence. For more advanced pupils, they may circle words that begin with the letters in the alphabetical sequence. (A variation is to have pupils cut out words in this sequence and paste them on a sheet in alphabetical order. The transferring and replacing of the words on a sheet of paper gives additional practice in thinking through the alphabetical sequence.) Alphabet Hopscotch-- The hopscotch figure is made on a sheet of butcher paper with the letters of the alphabet printed in the squares. The student says the name of the letter as he hops into the square, hopping in correct sequence. If the student misses, he writes his name in that square and waits his turn. Alphabetizing Names-- With a capital A written on the chalkboard, the pupils whose last names begin with A are asked to write their last names on the board under the letter. Then the question of which name should be written first is discussed - Adams should be written before Alexander. The activity continues through the letters of the alphabet. Names in stories or in social studies may be used.	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
3. Lists alphabetically a list of 26 words, each beginning with a different letter.	CD- T 110, 118 Wkbk.- pp. 30, 33, 53 Duplicating Masters #7A, 31A, 32A, 33A, 34A MSM- T 33		W. of Surprises- T 218, 225 Going Places- T 36, 46			

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Alphabetical Sequence-- Give the children practice with the sequential order of the alphabet by handing out letter cards a-k and having each child call out the letter on his card in the order in which it appears in the alphabet. For example, the child who has the a card calls out the name of the letter and goes to the front of the room, holding his card so that all can see it. The child with the b card does the same, standing beside the first child at the front of the room, and so on until all the cards have been called and displayed at the front of the room in proper left-to-right order.	
Center Stuff- "Nooks, Crooks, and Crannies," pp. 3-9 "Kids' Stuff," p. 159	Ask the children to fold writing paper into thirds lengthwise and to write the alphabet in three columns on their papers. Write known words in jumbled order on the chalkboard and have the children write the words in alphabetical order on their papers. Tell the children that two letters, q and x, will not have a word to follow. The words below may be used. a animals b bears c clown d dog e everyone f food g gave h house i idea j judges k know l last m magic n name o other p parade q ----- r ring s show t tricks u umbrella v very w would x ----- y your z zoo	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
4. Writes in alphabetical order ten given words such as wagon, duck, cat, run, apple, sit, map, kite, fish, and vase.	CD- T 110, 118		W. of Surprises- T 205, 249 Going Places- T 36, 164, 165, 278			
5. Lists alphabetically five words beginning with the same letter (i.e. bread, bug, boy, baby, beg).	CD- T 110 MSM- 86, 150, 185 Wkbk.- pp. 2, 22, 47 Duplicating Masters #3A, 20A, 46A, 59A	Rewards- T 82-83				
6. Lists alphabetically five words beginning with the same two letters (i.e. great, grin, granny, grunt, group),		Secrets- T 69, 268, 269, 302, 111, 272, 273, 320, 173, 181, 201, 354, 245	W. of Surprises- T 205, 218, 225, 233, 234, 249 Going Places- T 36, 46, 164-165, 191, 278			

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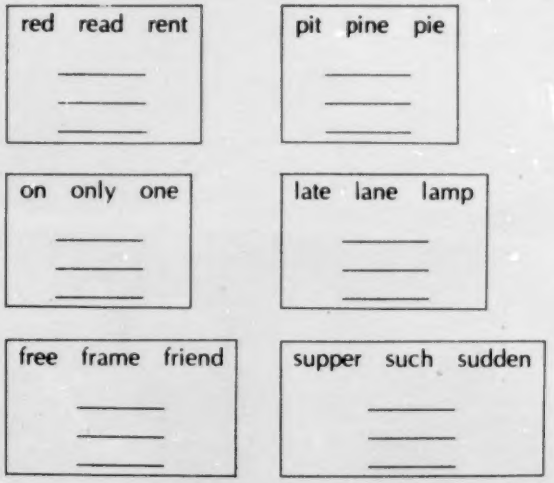
OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
SRA Ia Blue 5, 10, 15, 20 Brown 3, 8, 13, 18 Green 1, 6, 11, 16 "Spice," p. 95	Learning to Alphabetize: Each child opens his dictionary at random. He selects a new word, reads the definition, and uses it in a sentence. The teacher or another child writes the word on the chalkboard. After all the children have had a turn at finding a word, the children and teacher together arrange the words in alphabetical order.	
El Paso, p. 55	To help children recall alphabetical sequence, distribute copies of the following material. Ask pupils to read the words at the top of each square and to write the words in alphabetical order on the lines below. (cont. on next page)	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
		Rewards- T 388, 398, 82, 330, 331, 234, 252, 292				
7. Finds a word in the dictionary using alphabetizing.	CD- T 100, 170 MSM- T 74, 81, 225, 250	Rewards- T 338, 339, 277, 299, 410			T 65, 81	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS



Making Phone Books-- Distribute pages from an old phone book. Review the alphabetical order used in a phone book. Have all students write their names and addresses and phone numbers on the chalkboard. Then instruct students to make their own phone books. When the work has been completed have students compare their work and make necessary corrections.

"Nooks, Crooks, and Crannies," pp. 22-29

El Paso, pp. 55, 56

Use Words in a Simplified Dictionary:

1. ...age are the guide words "lovebird" and "l...
2. Look ... word home. What are the two guide words ... page?

(cont. on next page)

Level II

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
8. Uses the table of contents in a textbook.	MSM-T 79		W. of Surprises-T 17, 18, 66, 115, 146, 147, 159, 177, 192, 200, 231			
9. Uses the index in a textbook.						

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	3. What are the two guide words on page _____? 4. On what page do you find the guide words _____ and _____? 5. Look up the word nickel. What are the two guide words on this page? 6. What are the two guide words on page _____? 7. What are the two guide words on page _____? 8. Look up the word face. What are the two guide words on that page? 9. Look up the word crown. What are the two guide words on that page? 10. On what page are the guide words _____ _ and _____? The teacher will, of course, need to change the example words in these questions to fit whatever dictionary is available.	
	Use Table of Contents-- Have children draw pictures illustrating title of story and write page on which story starts.	
	Use Table of Contents-- Call out title of story - figure out how many pages are in story.	
	Use reader for this exercise. Let each child draw a card from box. I will say look for things in the index that tell about children, animals, sports, etc. They write title page.	
El Paso, p. 54	The teacher calls out a name or subject and the children look up the page number in the index. They write the page on a sheet of paper numbered from 1-10. After 10 subjects or names have been called, they check to see if everyone was able to find the correct page number by speedy use of the index.	